

## 1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area<sup>1</sup> and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

As the main measure for the implementation of the Erasmus+ program, our Institute intends to provide itself with a more articulated and functional structure for the objectives, seeking resources, human and financial, capable of ensuring the achievement of the objectives. Since last year an autonomous space has been provided to host the International Relations Office (hereinafter IRO) and in addition to the manager and the two collaborators, one delegate for relations with partner institutes and an administrative assistant, from next year the team will be joined by three other collaborators, one for the management of the dedicated space on the new web page, an employee for promotion and dissemination on the official channels of the Conservatory and an assistant for digitization. The Erasmus Commission, made up of the Director, the IRO coordinating teacher and the teacher responsible for the Bologna Process, also takes care of the aspects of automatic recognition of periods of mobility, credits obtained, etc., in compliance with the principles of the ECTS.

We are convinced that the free circulation of ideas and cultural exchanges between the young generations of different countries are the basis for the construction of professional training that allows students to acquire specialist skills in various musical fields. All this takes place through study experiences abroad, in realities different from the one in which each of them grew up. The free confrontation of personal ideas and beliefs with those of other realities contributes strongly to a real cultural and professional growth of the individual. The knowledge of different cultures and didactic methodologies belonging to other traditions represents an essential component in the students' educational background.

To this must be added that the globalization of the labour market, and particularly the free movement of citizens within Europe, leads to greater competitiveness with musicians from other countries. Participating in the Erasmus+ program would allow us to offer unique and irreplaceable training opportunities.

In a more particular way, we want to take on a more leading role to implement those projects that we believe are important for the adoption of new teaching systems (as we will see later), in particular as regards Ear training and Sight-reading techniques, with collaborative projects that make use of both innovative software and new learning methodologies.

Even before being part of the Erasmus family, the Sassari Conservatory has always had as an important point in the formulation of its artistic-didactic strategy the activities deriving from projects of international cooperation. This priority stems from the belief that it is impossible to ignore the comparison with other cultures, educational systems, experiences and different

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<sup>1</sup> For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:  
[https://ec.europa.eu/education/education-in-the-cu/european-education-area\\_en](https://ec.europa.eu/education/education-in-the-cu/european-education-area_en)

professional realities, in order to formulate an effective artistic and didactic training offer that is concretely functional to the students' needs. The unfavourable position of our institution, given the island nature of Sardinia, has somehow functioned as a cultural and psychological obstacle to the formation of an international mentality in the student population.

Participating in the Erasmus program therefore represents a major and irreplaceable way to give a very strong push to our objectives and bring us towards greater internationalization which means in short, for our Conservatory, to get closer to Europe and improve our training offer.

For students, making mobility, or blended mobility, is the opportunity to modulate their personal and cultural background, to acquire those values of tolerance and collaboration that are the basis for consolidating tomorrow's Europe.

For teachers, being able to deal with colleagues from different cultural areas represents an irreplaceable direct stimulus for building cross-cutting knowledge to bring methodological innovations into the Institute programs with an enormous positive impact on the entire school population.

For the administrative staff, recent training experiences have shown us the importance, perhaps before underestimated, of the involvement of all the personnel involved in the management of international projects.

For the three types of mobility (students, teaching staff and administrative staff), the importance of the positive impact on the entire population of the Institute is emphasized, once the activities are finished, thanks to dissemination actions (staff meetings, student meetings, etc.) and publicizing the activities carried out, etc.

As for modernization, we must not only think about the advantages that new technologies offer, but also and perhaps above all about the renewal they bring in the field of teaching, allowing the introduction of new methodologies and new forms of conceiving student training. Today more than ever we must offer our students valid and competitive tools to be able to enter the job market in a competitive and effective way.

The Academic Council of the Conservatory has expressed itself in favour of introducing all the necessary and possible measures to achieve the objectives relating to the formation of the European Education Area. The first steps have been implemented, such as joining the Erasmus Without Paper Dashboard. As regards mixed mobility, blended mobility, we want to emphasize that we were among the first conservatories in Italy to implement the indications for implementing distance education in this emergency health situation, as well as the procedures for the complete digitization of exams.

As regards the problems inherent in the continuity between the world of school and the world of work, historically our Institute has always fostered collaboration with organizations and concert companies, promoting the inclusion of our ex-students in artistic projects that are widespread in the area.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

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As indicated in point 1.1 The Sassari Music Conservatory wants to participate in the KA1 and KA2 actions.

The experiences made so far in the field of KA103 have proven to be an irreplaceable factor in the growth of our Institute, both as regards the artistic-didactic side, and as regards the construction of a more concrete and modern international identity. We therefore believe it is important to confirm the trend of recent years which sees a greater number of students and

staff participating in mobility, also proposing the candidacy to participate in KA107.

In addition, we plan to organize a meeting (the first of what we would like a series), an "Erasmus+ International Week", to bring together representatives of European and non-European academic musical institutions in our city to create opportunities for study and comparison of different systems training and promotion live and on the field of our institution.

As for KA2, thanks to the experience acquired so far in the various international cooperation projects, we would like to be able to play a leading role, creating and coordinating partnerships for cooperation and the exchange of practices and for technological and methodological innovation.

Among the other projects that we follow with interest there is the collaboration with the Spanish Conservatory of Val d'Uixó, started in 2018 within the framework of the KA102, for the formation of mixed study groups among students of the pre-academic bracket. With this initiative we intend to create generational continuity with pre-university students to create an Erasmus awareness among the younger generations.

Mobility consists of a complex process which must necessarily be divided into three phases: before, during and after the mobility itself. The Conservatory guarantees fair and transparent procedures in the principle of non-discrimination and to promote mobility itself between all social and economic groups of students and staff.

Before mobility, the Conservatory advertises the possibilities offered by participation in the program both using a mailing list and through the official channels of the Institute. All teachers are invited not only to inform, but also to sensitize their students to participate in mobility activities.

Subsequently, the procedures for publication of the call, selection of candidates, etc., begin with the following indicative scheduling.

Early January: publication of the selection notice for students on the Conservatory's web page and sending to all possible candidates of the relative link. There is no selection notice for teachers, but we proceed with the invitation to make requests to participate. In the event of several requests exceeding the actual number of scholarships, the procedure is to proceed according to a rotation criterion and adhering to the requests for specific projects by the partner Institutes.

End of January: application deadline, to allow the sending of the material to the partner institutions on schedule (in many institutions, especially in northern Europe, the deadline for registration already expires between late February and early March). For teachers, the sending of educational projects is done before the beginning of the academic year, to allow an adequate planning of the teaching activities to the managers of the partner institutes.

Early February: ranking list formation. Candidates are given a maximum score of 100 points, consisting of the following items: CV (max. 30 points), motivation letter (max. 30 points), knowledge of the foreign language (max. 20 points) and average marks (max. 20 points). To increase the transparency of the procedures for the evaluation process of candidates from next year on, a student (without voting rights) appointed by the Student Council will be part of the selection board appointed by the Director, normally formed by the Director himself and by the teachers delegated to internationalization. .

Mid-February: publication of the ranking on the Institute's web page. The scholarship-winning students are contacted by the IRO manager to begin the procedures for choosing the locations, information on the various aspects of mobility, etc.

The contacts and the sending of all the material (online in recent years) was managed by the IRO. Lately the use of platforms (e.g. EASY) has allowed students to manage mobility on their own, with the assistance of the IRO. The use of the Erasmus Without Paper Dashboard is expected for the drafting and sharing of learning agreements (Online Learning Agreement) as early as this year.

Before mobility: scholarship-winning students attend a short language and cultural training course to manage the impact with different environments and cultures in the most appropriate way.

As regards the search for new partners, we think it is important to ensure the quality of the relationships, consolidating the network of existing partnerships rather than trying to extend

the network of relationships as much as possible.

During mobility, the IRO staff is constantly in contact with colleagues from partner institutions to monitor activities and to ensure a peaceful period of study for students.

Once the mobility process is completed, the automatic recognition of the credits acquired to outgoing students by the Erasmus Commission is guaranteed, as illustrated in point 1.2. As regards the incoming the Transcript of Records is sent to the Institutions to which it belongs in the scheduled time.

As far as incoming students are concerned, for some time now we have adopted measures aimed at providing an initial approach that is as easy and smooth as possible.

The IRO staff arranges a pick-up service at Alghero-Sassari airport and students are brought to their accommodation if this has already been found independently by the incoming. Otherwise, through the tutoring service, we aid both for finding suitable accommodation, and for signing rental contracts and requesting the Tax Code. In some cases, we provide for the payment of one or two nights in a B&B with an agreement with the Conservatory so that foreign students have time to settle in and find accommodation.

A tutor or IRO staff provides the first assistance for immigration practices (Immigration Police Bureau for the visa office) and takes out health insurance in the case of incoming mobility in the KA107 area.

All the utilities that students can use in the Conservatory are obviously free charges (book loan service in the library, photocopies, entrance to concerts, etc.,) and also, as already described elsewhere, incoming students are offered the opportunity to attend an on-site Italian language and culture course, thanks to an agreement with the University of Sassari, as well as the canteen service.

KA2 would represent a new experience for our Conservatory that we have been preparing for some time. As regards innovation in the field of music education, there are two cooperation projects that we want to carry out:

1) Creation of a cross-platform web application for different hardware devices as an aid to support theoretical-practical activities in higher education.

The ETRPM application (Elements of Theory, Rhythm and Musical Perception), its conception, the experimentation of theoretical, methodological, IT, audio and video graphics, are the result of years of activity and research on the didactic, methodological and IT level by one of our teachers from the Department of Theory and Composition.

The purpose of the application stems from the need to "build" aids that meet the needs of current teaching and to rethink both the tools that take into account the opportunities offered by new technologies, and the need to reformulate at least some of the reference theories.

A cross grade to an HTML5 version, largely responsive, multi-platform and for the most popular hardware devices (computers, tablets and smartphones) is currently underway.

Parts of the application were the subject of seminar activities held at the conservatories of Sassari, Parma and the Esmuc - Escola Superior de Música de Catalunya in Barcelona, the first steps for the creation of a partnership with the aim of implementing the application in the study courses of musical institutions in various countries.

2) The other objective is a project that aims to be the continuation of specific methodologies included in our study plan in the field of Memorization and Sight-reading techniques. Contacts have been made for some time with some European partners (Sofia Music Academy, Conservatorio Superior de Música de Sevilla, Conservatorio Superior de Música de Valencia) to form a team whose goal is the development of innovative methodologies in the field of music teaching, as regards the processes of memorization and sight-reading; methodologies that are part of a large project, the SMART Project, (where SMART stands for Sight reading, Memorization, Acquiring Rapid Techniques).

To achieve the objectives proposed with participation in KA2, we plan to operate by following the following steps:

2020/21 - Consolidation of existing relationships with interested partners and creation of working groups for the exchange of information and educational and IT material; organization of the stages of realization of the project. Presentation of the ETRPM and SMART projects in

the call 2021.

If financed, it would continue with:

2021/2022 - Presentation of projects in partner institutions and start of teacher training / training (both in job-shadowing mode and in the form of seminars, conferences, etc.) by our teachers.

2022/23 - Implementation of SMART and ETRPM Projects in the musical schools of the various countries involved in the project, starting the didactic experimentation in the pilot schools previously identified.

2023/24 - Collection of feedback of experimentation and refinement of projects. Publication of results and search for external funding.

2024/25 - Inclusion of the activities and methodologies envisaged by the projects in the courses and curricula in schools, academies, conservatories, and musical institutes in general that adhere to the initiative.

It is clear how participating in these actions would give our Conservatory first of all the opportunity to consolidate relationships with important European partners, or even to create new partnerships, and would also lead to a renewal of the methodologies and technologies necessary in the training of both students, but also of those teachers of the partner institutions involved. Furthermore, the fallout would be enormous from the point of view of the students involved, considering their teaching activity in perspective.

Another aspect to which we attach importance, since internationalization can no longer be perceived as a strategic option but has inevitably become a need for survival, corresponds to the concept of "internationalization at home". The presence of incoming students represents for our students a strong stimulus to give birth to an authentic international vocation, an international mind and identity in our institution, indispensable prerequisites for creating the mobility of tomorrow. In recent years, the demands of our students to participate in international mobility have increased, a key signal that international conscience has taken root and is beginning to bear fruit. We want to continue this path.

It should also be considered that the introduction of innovative practical and theoretical knowledge into the curricula of the higher education institutions and the acquisition of these by students would provide them with the opportunity to develop, at the time and in the future, the necessary skills for the labour market, thereby improving future employability.

It should also be noted that this aspect would maximize the potential of the financed activities, making sure that the results are used even beyond the life cycle of the project.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

We believe that participation in the Erasmus+ program is a fundamental tool for achieving institutional goals in terms of internationalization and modernization.

As main objective we want these two terms to cross to generate on the one hand a better general quality of life within the Institute, through the training of students and staff more motivated and sensitive to the issues of integration, tolerance, spirit of collaboration, values most necessary in today's Europe. We are convinced that the acquisition of knowledge and learning tools, as well as the improvement of both general and specific linguistic skills in the

technical-musical field and the socio-cultural aspects that the mobility experience presupposes, represents an added value that is difficult to achieve through experiences other than international mobility. In fact, for students, having to share experiences, dreams and aspirations, as well as problems related to younger generations, for example, entering the world of work, is probably the largest school to train personalities of those values of tolerance, respect and integration that need is felt more than ever. It should not be underestimated the impact that participants will have on their young study companions once they return home, which will thus be subject to that "home internationalization" that contributes so much to fuelling the desire to know diversity.

On the other hand, we are aware that as a Higher Education Institute, it is our task to create a training offer that allows our students to be able to enter the job market with the greatest and best possible opportunities.

As for the types of action, we first aim to increase the number of mobility within KA1. In recent years we have seen an increase in applications for the allocation of scholarships between students and staff; we want to confirm this positive trend. We also think it is important to create an artistic-musical training chain starting from the pre-academic sector (that's why we are interested in collaborating in the KA102 project with a Spanish Conservatory), to finish, after academic training, with supporting our ex-students in their work activities.

With regard to the teaching staff, it seems to us essential that the teaching methods can be continuously enriched through the fruitful exchange with different didactic-artistic realities and that mobility can be an integral part of the training curriculum, thus being able to become the cultural heritage of the Institution.

By participating in the strategic partnerships of KA2, we want to take on the role of organizers and coordinators of collaborative projects in the field of exchange of practices and innovation.

A first indicator of the quality of the realization of the projects is given by the satisfaction expressed by the users. To this end, an anonymous questionnaire will be distributed to identify any critical issues or points of excellence. Any reports from the student desk and / or tutor will be analysed for the improvement of the service offered.

The long-term impact of the projects is monitored, as far as KA1 is concerned, through the participation of our former students in artistic production projects promoted both by our Institute and by independent Cultural Associations (Orchestras, Concert Societies, etc.). The quantitative (number of people involved and number of activities carried out) and qualitative aspects will be assessed, measuring the importance of the projects through the impact they have on the territory and the feedback they have in the media. For the monitoring of the results of the actions in KA2 the main indicator is represented by the quantity of the Institutes that will take part in the projects and the number of subjects involved (students and teachers). Finally, the editorial publication of the projects would represent the maximum desirable result.

At the regional level, we expect our actions to have a large presence in the local press.

To achieve the objectives proposed with participation in KA2, we plan to operate with the following steps:

A first phase, by 2022, can be considered preparatory. It is the phase in which agreements with partners are found, mainly through the presentation of the project to the International Offices of the various European Institutions.

The second phase is that of realization (for a more detailed planning see previous point), scheduled for the academic year 2024/25.

In the third phase, the final one, the introduction of the digital methodologies and innovations introduced by the projects is hoped for in the partner institutes, in order to see further, in the future, a possible diffusion of these on a wider scale.